

Judul	:	
Nama Forum	:	International Conference on Educational Research and Evaluation “Assesment for Improving Students Performance”
Penyelenggara	:	HEPI dan Universitas Negeri Yogyakarta
Waktu Pelaksanaan	:	29-31 Mei 2016
Tempat Pelaksanaan	:	Rectorate Hall and Graduate School Yogyakarta State University

ISSN: 2407-1501

# PROCEEDING

## INTERNATIONAL CONFERENCE ON EDUCATIONAL RESEARCH AND EVALUATION (ICERE)

*"Assessment for Improving Students' Performance"*

May 29 – 31 2016  
Rectorate Hall and Graduate School  
Yogyakarta State University  
Indonesia



---

**Proceeding**

International Conference on Educational Research and Evaluation (ICERE) 2016

**Publishing Institute**

Yogyakarta State University

**Director of Publication**

Prof. Djemari Mardapi, Ph.D.

**Board of Reviewers**

Prof. Djemari Mardapi, Ph.D.  
Prof. Dr. Badrun Kartowagiran  
Prof. Geoff Masters, Ph.D.  
Prof. Frederick Leung, Ph.D.  
Bahrul Hayat, Ph.D.  
Jahja Umar, Ph.D.  
Prof. Burhanuddin Tola, Ph.D.  
Bambang Suryadi, Ph.D.

**Editors**

Ashadi, Ed.D.  
Suhaini M. Saleh, M.A.  
Titik Sudartinah, M.A.

**Layout**

Rohmat Purwoko, S.Kom.  
Syarief Fajaruddin, S.Pd.

**Address**

Yogyakarta State University  
ISSN: 2407-1501  
© 2016 Yogyakarta State University

All right reserved. No part of this publication may be reproduced without the prior written permission of Yogyakarta State University

All articles in the proceeding of International Conference on Educational Research and Evaluation (ICERE) 2016 are not the official opinions and standings of editors. Contents and consequences resulted from the articles are sole responsibilities of individual writers.

## Table of Contents

Foreword of the Chairman

Foreword of the Chairman of Himpunan Evaluasi Pendidikan Indonesia (HEPI)

Table of Contents

### Invited Speakers

Assessment for Improving Student Performance  
*Prof. Geoff Master, Ph.D.,*

International Assessment for Improving Classroom Assessment  
*Prof. Frederick Leung, Ph.D.*

Educational Quality assurance For Improving Quality of Education  
*Bahrul Hayat, Ph.D.*

### Parallel Session Speakers

#### I. Sub Themes:

##### - Assessment Methods for Improving Student's Performance

Assessment Model for Critical Thinking in Learning Global Warming Scientific Approach 1  
*Agus Suyatna, Undang Rosidin*

The Nationalism Attitude Assessment of Students of State Senior High School 1 Pakem 8  
Sleman  
*Aman*

The Design of Formative Assessment by Inquiry Based Learning in Improving Students' 14  
Self-Regulation  
*Asih Sulistia Ningrum, Chandra Ertikanto*

Exploring the Use of One Meeting Theme-Based Extended Response A Practical Critical 20  
Thinking Assessment Tool for Classroom Practices  
*Ayu Alif Nur Maharani Akbar, Rahmad Adi Wijaya*

Application of Instructional Model of Daily Assessment for Improvement of Processes 25  
Quality and Instructional Outcomes  
*Benidiktus Tanujaya*

Assessing Student's Pragmatics' Knowledge at Islamic University of Riau 30  
*Betty Sailun*

The Teacher's Performance in Learning Process Management And Chemistry Learning 39  
Difficulties Identification  
*Budi Utami, Sulistyio Saputro, Ashadi, Mohammad Masykuri, Nonoh Siti Aminah*



Components of Scientific Attitude for Teacher Observation in Physics Learning in Senior High School <i>Elvin Yusliana Ekawati</i>	43
The Development of Psychomotor Competency Assessment on Physics Education Student of Palangka Raya University <i>Enny Wijayanti</i>	48
Implementation of Authentic Assessment in Bahasa Indonesia Subject for Senior High School in West Sumbawa <i>Eny Rusmaini</i>	55
Summative Assessment Design through the PjBL to Improve Students' Higher-Order Thinking Skills <i>Erlida Annie</i>	59
Assessment Model Multiple Intelligences Learning Approach in Primary School Mathematics Subjects <i>Helmiyah Suryani, Badrun Kartowagiran</i>	67
Indicator Development of Learning Model Evaluation Instrument <i>Herpratiwi, Tien Yulianti, Adil Fadlilah H, Bajawati</i>	73
Performance Assessment in Model of Learning Superflex® <i>Huriyah Rachmah</i>	77
The Identification of Teachers Difficulties in Implementing of 2013 Curriculum at Elementary Schools <i>Ika Maryani, Sri Tuter Martaningsih</i>	84
Aerobic Gymnastics, Fitness, and Academic Grade of Health Diploma Students from Remote Areas In Indonesia <i>Lucky Herawati, Maryana, Suharyono</i>	91
Analyzing the Authenticity of Authentic Assessment <i>Luki Yunita, Salamah Agung, Eka Novi</i>	97
Design of Performance Assessment Based on Problem Based Learning in Improving Students' Self Regulation <i>Luthfi Riadina, Agus Suyatna, Undang Rosidin</i>	100
Implementation of Performance Assessment to Increase Biology Learning Achievement by Using Inquiry Model <i>Murni Sapta Sari</i>	105
Teachers' Belief in Implementing Feedback for Students' Writing in ESP Classroom <i>Nisrin Adelyna Darayani, Rini Amelia</i>	111
Comparison of Character Value Between Lower Class and Upper Class at Salman Al Farisi 2 Elementary Integrated School <i>Rosaria Irjanti, Farida Agus Setiawati</i>	115
Authentic Assessment in the Learning of Social Studies <i>Rudy Gunawan</i>	122

# Authentic Assessment in the Learning of Social Studies

Rudy Gunawan  
Magister Program of Social Studies UHAMKA, Jakarta  
rudyansich@gmail.com

**Abstract** - The purpose of this research is to know how authentic assessment given in social studies. Learning social studies in junior high school includes materials of History, Geography, Economics and Sociology. In mono-disciplinary, each of these materials have characteristics and a different way in the planning, implementation and evaluation. But in term of interdisciplinary, evaluation was made in order to provide a thorough assessment. Authentic Assessments can be done in schools is an authentic assessment. Authentic assessment is often also referred to as performance-based assessment. In an authentic assessment of students are required to show meaningful tasks then assessed directly in the classroom. Nevertheless, authentic assessment is not only implemented in the classroom, but also can assess the tasks performed outside the classroom with project-based learning. The method used in this research is a survey conducted for teachers of social studies in Jakarta. The results showed that an authentic assessment can help students to display meaningful tasks then assessed directly in the classroom. However, authentic assessment is not only implemented in the classroom, but also can assess the tasks performed outside the classroom with project-based learning.

**Keywords:** authentic assessment, learning, social studies

## I. INTRODUCTION

Curriculum 2013 is designed to provide reinforcement to the students so that experiences a competency attitudes, knowledge and skills. The concept of learning in elementary school and junior high school is different in the form of presentation. At primary school level, all subjects are combined and presented as a theme. Junior high school level, presenting to students is different by separating the material into a single course. But this separation has not been done completely, there are several related fields are combined into a single entity such as science and social subjects which is a combination of several subjects.

Social studies examine a set of events, facts, concepts, and generalizations relating to social issues. In junior high school social studies contain materials Geography, History, Economics, Anthropology and Sociology with integrated learning. Social studies designed to develop knowledge, understanding and capability analysis of social conditions. The capabilities required to enter the life of a dynamic society. Social studies, arranged in a systematic, comprehensive, and integrated in the learning process towards maturity and success in life in society. With this approach the expected learners will gain a broader understanding and depth in science-related fields (Lampiran 3 Permendiknas No 22 Tahun 2006 tentang Standar Isi, 2006).

This is consistent with the vision of education as a social studies education program that focuses on the development of the individual as a social actor capable of taking reasoned decisions and as intelligent citizens who are committed, accountable and participatory (Winataputera, 2009). The breadth and scope of the social studies material, causing some of the obstacles encountered in learning social studies teacher. In a study conducted by Pratiwi (2012) teachers difficulties when preparing lesson plans as much material as well as difficulties in presenting the material to divide their time. This causes the students did not achieve the expected competencies.

Based on preliminary observations made on May 5, 2016 to several social studies teachers are currently studying in the Master of Education Program for Social Studies UHAMKA, many elements must be assessed starting from attitudes to skills in one meeting. Teachers still have not found an effective way to implement an authentic assessment. This is in line with the results of research conducted by Kusmijati (2014) had the most difficulty many complaints by the



teachers is the understanding of the core competencies and basic competency. Master difficult how to teach it and make an assessment. Additionally, detailed guidance is not owned by the teacher. In another study, teachers had difficulty in implementing authentic assessment because of the low creativity of teachers, characteristics of students who do not support, the lack of training of authentic assessment and insufficient time (Enggarwati, 2015).

Nevertheless, authentic assessment effectively to assess learning social studies. According to a survey conducted by Widoyoko (2007) with respondents social studies teacher as much as 6 (six) indicates that an evaluation of the quality of learning social studies less attention, social studies assessment of learning outcomes is more focused on aspects of academic skills (knowledge) and less attention to other skills. Based on this it is necessary in an authentic assessment of learning social studies so that an assessment not only to the competence of knowledge but also includes attitudes and skills competency.

Based on the background described, in this study the formulation of the problem posed is:

1. How does the knowledge of authentic assessment?
2. How is the planning, assessment, advantages and constraints of teachers authentic assessment done?
3. How do the authentic assessment of learning social studies?

The purpose of this study was to describe an authentic assessment of learning is to know social studies:

1. Knowledge of authentic assessment
2. Planning, assessment, advantages and constraints of teachers authentic assessment conducted
3. Assessment of authentic learning social studies

The results of this study are expected to provide academic and practical significance. In academic research findings are expected to increase the knowledge and analytical sharpness associated with the problem, especially in an authentic assessment of learning social studies. In practical terms this study are expected to be input for teachers social studies on the implementation of authentic assessment.

## II. RESEARCH METHOD

The method used in this research is descriptive survey research method that aims to provide a picture or a description of a situation (phenomenon) objectively and identify problems to get justification situation and the ongoing practice. The population object of the study was teachers who are studying social studies S2 in the Master Program of Social Studies Education UHAMKA. Sampling using simple random sampling technique for members of a relatively homogeneous population so it can be taken at random without regard to strata that exist in the population. The sample used in this study is 18 samples out of 35 total population.

The instrument used to measure the function of the teacher's knowledge of authentic assessment. In this study the data and information collected from respondents using questionnaires distributed via email with the help of google form. The questionnaire contains a list of questions that assess teachers' knowledge and experience in conducting assessments social studies authentic. The type of questionnaire used a combination of closed and open questionnaire. Material questionnaire tailored to the theory of authentic assessment. Data processing techniques with descriptive analysis that aims to describe the data that has been collected without intending to generally accepted conclusion.

## III. RESEARCH FINDINGS AND DISCUSSIONS

According to the survey, respondents who filled out a questionnaire about 18 people consisting of 13 people (72.2%) were male and 5 (27.8%) women. Works 100% of respondents as a teacher (a teacher or lecturer) in various levels of education and all respondents social studies teaching or social sciences (economics, geography and history). Experience working as a teacher a majority of less than 5 years as many as eight people (44.4%), between 5-10 years as many as three people (16.7%), between 10-15 years of as much as 2 people (11.1%) and in over 15 years as many as five people (27.8%). All respondents are already using authentic assessment in the classroom with the category of "always" 5 people (27.8%), "often" as many as 10 people (55.6%) and "sometimes" as many as three people (16.7%). Briefly condition of respondents can be seen in the following table:

Table 1. Description of Respondents

No	Description	Options Answers	Total (person)	Percentage (%)
1	Gender	Male	13	72.2
		Female	5	27.8
2	Work	Primary school teachers	3	16.7
		Junior high school teachers	4	22.2
		High School teachers	6	38.9
		Lecturers	1	5.6
		Other educators	3	16.7
3	Length of work	Less than 5 years	8	44.4
		5 to 10 years	3	16.7
		10 to 15 years	2	11.1
		Above 15 years	5	27.8
4	The use of Authentic Assessment	Always	10	55.6
		Often	3	16.7
		Sometimes	-	-
		Never	-	-

Source: Research data in 2016

Based on these data, it can be concluded all respondents already implementing authentic assessment, so it can be assumed that knowledge, planning, processes, benefits and challenges of authentic assessment is already known by the respondents.

#### A. Knowledge of Authentic Assessment

Questions posed to respondents with respect to the initial knowledge of respondents about the difference test, measurement, assessment and evaluation, understanding authentic assessment and authentic assessment techniques for competency attitude (spiritual and social), competency knowledge and competency skills. Respondents were given statements that contain answers to questions about the test, measurement, assessment and evaluation.

In summary the results of the respondents described as follows:

Tugas yang berbentuk soal atau perintah lainnya yang harus dikerjakan oleh peserta didik disebut...



Semua cara yang digunakan untuk menilai kerja individu, yaitu prestasi belajar peserta didik melalui bukti-bukti tentang pencapaian belajar peserta didik adalah pengertian dari...



Suatu proses atau kegiatan untuk menentukan kuantitas sesuatu...



Suatu proses untuk menggambarkan peserta didik dan menimbanginya dari segi nilai dan arti adalah pengertian dari...



Figure 1. Knowledge of Test, Measurement, Assessment and Evaluation

The survey showed that there is still confusion of respondents to distinguish understanding of test, measurement, assessment and evaluation. Respondents who answered correctly to questions about: understanding the test as many as 7 people (38.9%), understanding the measurement 11 (61.1%), understanding the assessment of 7 people (38.9%) and understanding evaluation 8 people (44.4%).

Based on the above description, the majority of respondents did not know the difference between a test, measurement, assessment and evaluation. This is consistent with the view of Arifin (2009) that often, the term evaluation and assessment considered the same as test and measurement. Some sense of the term test, measurement, assessment and evaluation according to Arifin (2009) are as follows:

1. Said Hamid Hasan (1988) explains that the test is a data collection tool specially designed and can be seen from the construction items. So the test is a data collection tool that can berupakan questions and designed through a set of strict criteria.



2. Measurement of a number of the procedures for granting or variable attributes of a continuum (Azwar, 2012).
3. Ratings are all means used to assess individual work, namely the achievement of learners through the evidence of the learning achievements of learners (Mardapi, 2008).
4. Lincoln and Guba (1985) states that the evaluation is a process to describe learners and weighed in terms of value and meaning of evaluation is a systematic and ongoing process to determine the quality (value and meaning) of something based on certain considerations and criteria in order decision-making.

However, all respondents (100%) agree that an authentic assessment together with an assessment of performance. Authentic assessment is often referred to as the performance appraisal where an assessment is said to be authentic if it can directly observe the behavior of learners and the performance appraisal process in real situations. The performance assessment is expected to measure seven basic capabilities by Howard Gardner is visual-spatial, bodily-kinesthetic, musical-rhythmical, intrapersonal, logical mathematic and verbal linguistic (Zainul, 2001).

Knowledge about assessment techniques for all competencies that must be measured quite adequate. Respondents were asked to select more than one technique in the assessment questionnaire given. The survey results regarding authentic assessment techniques for competency spiritual and social attitudes can be seen in the chart below:

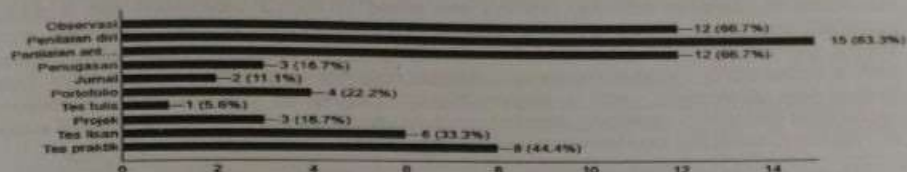


Figure 2. Survey Techniques for Authentic Assessment of Competence Attitude

The survey results regarding authentic assessment techniques for knowledge competencies can be seen in the chart below:

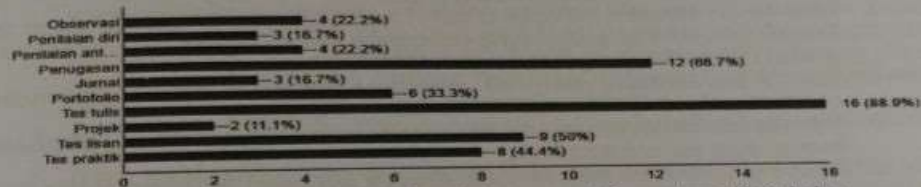


Figure 3. Survey Techniques for Authentic Assessment Competence Knowledge

The survey results show, the majority of respondents chose a written test (88.9%) and assignments (66.7%) and oral test (50%) can assess the competence of knowledge. This is in line with the criteria established by the Ministry of Education and Culture that educators assess the competence of knowledge through a written test in the form of multiple choice, stuffing, short answer, true-false, matching, and the description that accompanied the scoring guidelines. Oral test instrument can be a list of questions and instruments may include homework assignments and/or project (Lampiran Permendikbud RI No.66, 2013).

The survey results regarding authentic assessment techniques for competency skills can be seen in the chart below:

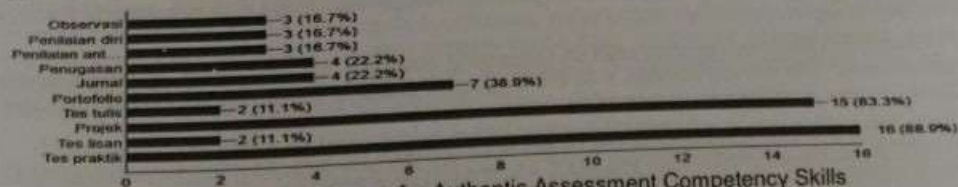


Figure 4. Survey Techniques for Authentic Assessment Competency Skills

The survey results show, the majority of respondents chose practice tests (88.9%) and projects (83.3%) can assess the competence of the student's skills. Just as much as 38.9% of respondents who choose the portfolio, portfolio assessment is an assessment that can assess the entire collection of student work that is reflective-integrative to know the interests, growth, achievement, and creativity of learners within a certain time (Lampiran Permendikbud RI No.66, 2013).

#### B. Planning, Process Excellence and the Barriers in Authentic Assessment

Descriptive questions given to respondents regarding the preparation of the respondents in the assessment of authenticity. Questions are open and clearly answered by the respondents. The majority of respondents replied that the planning is done merely preparing assessment instruments. Only one person (5%) of respondents who provide detailed planning. The implementation process was answered by the respondent merely provide an assessment in the classroom in the form of questions and the students do directly. The majority answered that the assessment carried out at the end of the lesson, and only 3 (16.7%) of respondents who answered that the assessment done throughout the learning process.

In fact, authentic assessment begins with the design of the cover input ratings (early learning) process (for learning) and output (after learning) (Kunandar, 2013). Teachers must know the purpose of learning and make a pre-test questions, exercises, discussion of observation rubrics, homework, worksheets and formative assessment. Authentic assessment is not limited in the classroom. In authentic learning, learners are asked to collect information with a scientific approach, memahami various phenomena or symptoms and their relationship to one another deeply, and relate what is learned to the real world outside of school. Teachers and learners have a responsibility for what happened. Learners also know what they want to learn, have a flexible time parameters, and is responsible for staying on task. Authentic assessment encourages learners to construct, organize, analyze, synthesize, interpret, explain and evaluate information to turn it into new knowledge (Kunandar, 2013).

The advantages of authentic assessment according to the results of the survey are (2016):

1. Assessment can be done thoroughly and touches all aspects of cognitive, affective and psychomotor.
2. The learning result is more accurate and original
3. Students can determine the ability of self in the learning process and the teacher can determine the learning strategies and evaluate the learning process that has been done so as to improve the quality of learning.
4. Students play an active role in the assessment process. In this phase can reduce anxiety, fear of getting bad grades that can mengganggu pride.
5. Authentic assessment successfully used by students from different cultural backgrounds, learning styles and academic ability.
6. Tasks that used in the valuation more attractive and reflect the authentic daily life of students.
7. A more positive attitude toward school and learning can flourish.
8. Teachers hold a larger role in the assessment process other than through traditional testing program. This engagement is more likely to ensure the evaluation process reflects the goals and objectives of the program.
9. Authentic assessment provides valuable information to teachers on student progress and success of the instruction.

Results were expressed by respondents in line with the characteristics of an authentic assessment that measures all aspects of learning, carried out during and after the learning process, using various tools and resources, the test is only one means of collecting data, tasks correspond to real life, as well as the emphasis on depth knowledge and expertise of learners (Kunandar, 2013).

Obstacles/difficulties encountered in performing authentic assessment is perceived by the respondents. The survey showed that the biggest obstacle is the authentic assessment time. Other barriers perceived by respondents were:

1. The number of students in the classroom too much.
2. Assessment instruments too much and there is no standard.
3. Difficulty making instruments.



4. Administratively add jobs teacher assessment work already a lot.

#### C. Authentic Assessment in Social Studies Lessons

According to the survey, 100% of respondents express an authentic assessment of learning fits done in social studies. But there are complaints about the materials to be supplied. The material with the interdisciplinary nature makes social studies teacher should be versatile, because the majority of teachers graduated from the courses included in the social sciences instead of social studies education programs. A limited time with a lot of material that makes respondents had difficulty in assessing adapted to the scope and purpose of social studies.

The scope of social studies is a social behavior, economics and culture in the community so that the community be the main source of learning social studies (Winataputera, 2009). The goal is to be able to develop the student as a social actor capable of taking decisions, reasonable, intelligent, committed, responsible and participative. The purpose of learning social studies in accordance with the authentic assessment components such as knowledge, skills, attitudes and values. Based on the scope and purpose of social studies learning is then suitable authentic assessment carried out so as to produce learners that correspond to the learning objectives of social studies. Making the assessment instruments can be simplified and discussed with teachers of other subjects. In practice, teachers tend to think that the implementation of authentic assessment should be like the example given on the results of the training. Though teachers can create their own concept in assessment. Some of the things that teachers can do include:

1. Teachers can utilize the program excel in making the assessment format, making it easy to do the counting each meeting. For teachers who have not mastered the program, given the basic training to be able to perform simple calculations.
2. The format is made as simple as possible, because if it is made of the sheet for one student each meeting will certainly make teachers will be difficult to recapitulate. Examples of formats that can be made:

No	Name	Date..... Theme			Date..... Theme		
		responsibility	confidence	critical	responsibility	confidence	critical

3. At the beginning of the study (recently entered the classroom) teachers can give different assessments for students who are on time and late. Delays are present can be divided again by their old late. The difference in value do not be too far away, for example: "the right time = 100", "late <5 minutes = 95", "Late 5-10 minutes = 90" and so on. Time attendance in class showing discipline, responsible and respect, so that the presence indicator alone can measure multiple competencies attitude.
4. Get used to pray with pronounced each will start the lesson, so that teachers can assess spiritual competence.
5. During the learning process, teachers can make the two formats, one for teachers and one for students. The format for the students can be charged directly by the students concerned. So students also perform the same assessment by teachers against them. Master role to give the knowledge to the students about all the things that exist in the assessment tool so that students can understand how to assess themselves. So the involvement of students in assessment can increase self-confidence.

#### IV. CONCLUSIONS AND SUGGESTIONS

##### A. Conclusion

Knowledge of the authentic assessment of teachers is sufficient, but the teacher should be more to learn more about authentic assessment materials and training do the assessment.

Assessment authentic to go through the planning and carried out throughout the learning process and beyond learning. In practical difficulties experienced by teachers will be gradually reduced if teachers are doing the assessments made itself so that its characteristics will be suitable for the material being taught. The advantages of authentic assessment can be a motivation for teachers to use authentic assessment.

Characteristics of social studies learning suited to the characteristics of authentic assessment. Only the necessary simplification and the use of technology to overcome the barriers obtained by the teacher. Student involvement is important in assessing himself, so that teachers can compare the results of the assessment carried out by student teachers.



### B. Suggestions

Authentic Assessment is a process that is done continuously and is a unified whole in the process and results. Therefore, a social studies teacher can make this assessment with his own style without departing from the basic principles of authentic assessment.

This study was conducted in respondents is limited, it is advisable to carry out the population and larger samples so the results can be generalized.

### REFERENCES

- [1] Arifin, Z. (2009). *Evaluasi Pembelajaran*. Bandung: PT Remaja Rosda Karya.
- [2] Azwar, S. (2012). *Sikap Manusia Teori dan Pengukurannya*. Yogyakarta: Pustaka Pelajar.
- [3] Enggarwati, N. S. (2015). Kesulitan Guru SD Negeri Glagah dalam Mengimplementasikan Penilaian Autentik pada Kurikulum 2013. *Skripsi*. Yogyakarta: Fakultas Ilmu Pendidikan Universitas Negeri Yogyakarta.
- [4] Kementerian Pendidikan dan Kebudayaan. (2013). *Ilmu Pengetahuan Sosial: Buku Guru*. Jakarta: Kementerian Pendidikan dan Kebudayaan.
- [5] Kunandar. (2013). *Penilaian Autentik (Penilaian Hasil Belajar Peserta Didik Berdasarkan Kurikulum 2013)*. Jakarta: RajaGrafindo Persada.
- [6] Kusmijati, N. (2014). Penerapan Penilaian Autentik sebagai Upaya Memotivasi Belajar Peserta Didik. *Seminar Nasional Hasil - Hasil Penelitian dan Pengabdian LPPM UMP 2014* (hal. 55-62). Purwokerto: LPPM UMP.
- [7] Lampiran 3 Permendiknas No. 22 Tahun 2006 tentang Standar Isi. (2006, Mei 23). *Standar Kompetensi dan Kompetensi Dasar SMK*. Jakarta.
- [8] Lampiran Permendikbud RI No.66. (2013). *Standar Penilaian Pendidikan*. Jakarta: Kementerian Pendidikan dan Kebudayaan.
- [9] Mardapi, D. (2008). *Teknik Penyusunan Instrumen Tes dan Non Tes*. Yogyakarta: Mitra Cendekia Press.
- [10] Pratiwi, E. S. (2012). Analisis Kesulitan-Kesulitan Guru Dalam Pembelajaran IPS Terpadu (Studi Kasus Pada SMP Negeri 8 Kota Malang). *Skripsi* (hal. <http://karya-ilmiah.um.ac.id/index.php/ekonomi-pembangunan/article/view/20697>). Malang: Fakultas Ekonomi Universitas Malang.
- [11] Widoyoko, S. E. (2007). *Model Evaluasi Program Pembelajaran IPS di SMP*. Diambil kembali dari <http://www.umpwr.ac.id/download/publikasi-ilmiah/Model%20Evaluasi%20Program%20Pembelajaran%20IPS%20di%20SMP.pdf>
- [12] Winataputera, U. S. (2009). *Materi dan Pembelajaran IPS SD*. Jakarta: Universitas Terbuka.
- [13] Zainul, A. (2001). *Alternative Assessment: Applied Approach Mengajar di Perguruan Tinggi*. Jakarta: Ditjen Dikti Depdiknas.